Maths Lesson Plans

Level 4

Term 1

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Title - Place Value Bingo
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Primary Subject - Math
Secondary Subjects -
Grade Level - 2-5
Place Value Bingo

You should play this game after you have already taught Place Value.

Students will become more familiar with Place Value.

Materials: Index cards, marker, piece of paper.

Teacher's job- You will need to create the index cards, On the top of the card you will put "ones" then you will write a "0". Then the next card you will put "ones" and put a "1" on it. You will continue this through #9. You will then start a set of cards for the "tens" 0-9. and so forth up to a million or whatever has been taught.

Students' job- The students will take out a piece of paper. They will take a marker and come up with a 7 digit number (if working up to millions) They write this number down on their paper.

Ready to play- The teacher will call out a number- 9 in the hundreds place. If the student has a 9 in the hundreds place they get to circle the number. The teacher continues calling numbers- 3 in the tens place, and so on, until a student has all of them circled. They will then call back and say, I have a 2 in the ones place, a 9 in the hundreds and so forth. Then they have to read the whole number. If they got it, they win. I usually give a small reward and we start a new game, with a new number that they write down.

- How many 100s make 1000?
- 10 times 1000 is?
- Ask spellings of numbers.

Explanation: Make columns on the board like:-

Ten Th	Thous	Hundred	Tens	Ones
10000	1000	0	10	1
10000	1000		10	1
	1000		10	1
	1000		10	

Thus we got a number that is 24043,

- Say students to read this number loudly, Teach write as they say i-e
- Twenty four thousand and forty three
- Explain we can write a number in two ways.
    - In words (by pointing to the words)
    - In figures (by pointing to the figures)

#s in Figure	#s in words

- Make two columns and explain more examples of writing numbers in words and in figures.

Class work: Page 5 worksheet (4-A part 1)

Level 4
Term 1
Week 1
Day 2

Lesson Plan

Objective: To practice writing numbers in words and figures.

Activity: Written work

Material: Flash cards, notebooks, pencils

Procedure: Follow the procedure of day 1, week 1 and term 1.

Class work:

- Write these numbers in figures.
    - Twelve thousand, five hundred and twenty three.
    - Ninety-nine thousand, nine hundred and ninety nine.
    - Eighty thousand and two.
- Write these numbers in words.
    - 52090
    - 47010
    - 40009

Wrap up: homework, page 6 (4-A part 1)

Level 4 **Term 1** **Week 1** **Day 3**	**Lesson Plan**

Objective: Students will be able to

- Complete the pattern
- Write the place value (of digits)

Activity: written work

Material: Worksheets, pencils, place value tents.

Procedure:

Warm up:

- Write these numbers 24050, 23529, 40618, 45023 on the board.
- Make 4 groups in the class.
- Give place value tents of these numbers to each group like:-
- Now ask each group to separate these tents to find the group to separate these tents to find the sets of number which join together to make the number.
- Say each group to paste these cards with their number like:-

- Similarly all the groups will paste their tents with their given number.

Explain: shows that 50 is the place value of 5, shows that 4000 is the place value of 4.......

Task 1:

Class work: Question 2 (a, b, c, d) page 7 (4-A part 1)

ctivity 2:

- Write some numbers on the board like.
    - 2, 4, __, __, 10, __, __, 14
    - 61, __, 63, __, __, 66, 67
    - 40, __, 60, 70, __, __
    - 231, __, 431, __, 631, __
- Ask students to complete these patterns
- After completing the patterns ask, how did they complete it (ask them to explain)

Explanation:

- Place value helps us to complete a pattern. For this look at the ones, if ones are same then look at the tens if they are same then go to hundreds and so on. (teacher explain it through example) like: 7000, 8000, _____, 10,000, ______

- We see that thousand is changing here again and again so we add thousand each time to complete the pattern.
- Teacher gives some more examples like this.

Task 2:

Class work: Page 7 question 1 (4-A part 1)

Level 4 Term 1 Week 1 Day 4	**Lesson Plan**

Objective: Students will be able to write the number in expended form .

Activity: Written work

Material: Place value tents, worksheets, pencils

Procedure: Follow the procedure of Day 3, wee 1, term 1.

Class work: page 8

Level 4 Term 1 Week 1 Day 5	**Lesson Plan**

Objective: Students will be able to

- Tell the place value of given numbers
- Arrange the given numbers in increasing order

Activity: Written work

Material: Flash cards, work sheets, pencils

Procedure: Follow the procedure of day 3, week 1, term 1

Activity for increasing order:

- Call 4 volunteers in front of the class. Give them flash cards of these numbers:
  - 43526, 29687, 50314, 46254
- Make them to hold these flash cards by facing the class
- Say class to help the students in standing in order (smallest to greater)

Explanation: This order is called increasing order.
Give explanation of activity 2, day 3, week 1, and task 2.

Class work: Page 9

Wrap up: Home work, Assessment (page 5 – 9)

Level 4 Term 1 Week 2 Day 1	Lesson Plan

Assessment will be taken in worksheets page 35 (4-A part 1)

Level 4 Term 1 Week 2 Day 2	**Lesson Plan**

Objective: Students will be able to add and subtract the 4, 5digit numbers

Activity: Adding and subtracting

Procedure: Warm up questions

- 9+1=?
- 12+3=?
- 7+6=?
- 10-5=?
- 20-10=? And so on.

Activity: Call some volunteer to the board to solve some given questions.

Teacher explanation: Draw the columns and write the numbers and explain in this way:-

Explain some more examples.

Activity 2: Call some students to the board to subtract some questions on the board. Then give explanation like this:-

Explain some more examples like this.

Class work: Give 3 questions of addition and 3 questions of subtractions in notebooks.

Wrap up: Homework, page 10

Level 4 Term 1 Week 2 Day 3	Lesson Plan

Objective: To teach multiplication and division.

Activity: Written work

Material: Notebooks, pencils, flash cards.

Procedure:

Warm up: Chorally drill of tables 2 – 9

Activity:

- Draw two circles on the board
- Paste one flash card of in each circle like
- Ask students to add the numbers of these two flash cards. (6000)

Explanation: We can do this by 3000 x 2 = 6000

Give some more examples like this.

Activity 2:

- Make three columns
- Paste the cards of thousands in column A.

- Cal a student to place / paste these cards equally in column board C. So that they make two groups of equal number of cards.
- Ask these questions:
    - How many cards were there before pasting in the groups? (8)
    - How many cards are there in each group (after pasting)? (4)
    - How many groups are there? (2)
- So we got each group = 8000÷2 = 4000, cards in each group = 8000÷2 = 4000
- Give some more examples like this.

Class work: Written work in notebooks

Multiply these

- 7000x9=?
- 18000x5=?
- 8000x6=?

Divide these

- 5√15000
- 2√6000
- 6√72000

Homework: Page 11 in worksheet

Level 4 Term 1 Week 2 Day 4	Lesson Plan

Objective: To teach the concept of rounding off

Activity: written work

Material: Notebooks, pencils, chart with the tables of rounding of mode on them (drawn on page 12 worksheet (4-A part 1))

Procedure:

- For warm up, ask age of each student
- Teacher note some ages which are same (on the board)
- Now say you did not answer 9 years 4 months, 12 days, 15 hours, 3 minutes and 23 seconds?

Explain: You have rounded off your age, Display the charts of rounding off nearest to the 10 and explain see page 12 (4-A part 1)

Class work: Oral discussion, written work in notebooks page 12.

Level 4 Term 1 Week 2 Day 5	**Lesson Plan**

Objective: To practice rounding off nearest to the 10.

Activity: Written work

Material: Worksheets, pencils

Procedure: Follow the previous day's procedure.

Warm up: Check student's previous knowledge in warm up.

Class work: Page 13

Warp up: Homework, page 12

Level 4 Term 1 Week 3 Day 1	Lesson Plan

Objective: Students will be able to round off numbers to the nearest hundred.

Activity: Rounding off

Material: Worksheets, pencils, charts with the tables of rounding of made on them (page 14)

Procedure:
Warm up: Follow same procedure as used in day 4 and 5, week 2, term 1.

Class work: Page 15

Warp up: Homework, page 14.

Level 4 Term 1 Week 3 Day 2	Lesson Plan

Objective: Students will be able to round off the numbers nearest 10s and 100s.

Activity: Rounding off, addition, subtraction

Material: Worksheet / pencils

Procedure: Brief explanation + discussion of day 1, week 8 and day 4, week 2's work.

Class work: page 17

- Oral discussion + brief explanation
- Written work

omework: Assessment of "rounding off"

Level 4 Term 1 Week 3 Day 3	**Lesson Plan**

Assessment in worksheet page 16 (4-A part 1)

Level 4 Term 1 Week 3 Day 4	Lesson Plan

Objective:

Activity:

Material:

Procedure:

Warm up:

- Choral drill of tables (2 – 10)
- Make groups in the class
- Give 20 marbles to each group
- Ask each group divide 20 marbles equally between 2 members, observe whether each member gets equal number of marbles or not. (record it)
- Again ask them to divide among 3 members to observe whether these can be equally divide or not.
- Repeat this procedure till the number of members increase up to 20.
- See the record written by the students and write it on the board like 1, 2, 4, 5, 10, 20
- Explain: All these number got are called factors of 20
- Give the students some numbers to find their divisors.

Class work: Written work in notebook

Write the factors of given numbers.

18, 45, 36

Homework: None

Level 4 **Term 1** **Week 3** **Day 5**	**Lesson Plan**

Objective: To practice factors

Activity: Written work

Material: Worksheet / pencils

Procedure:

- Choral drill of tables (2 – 10)
- Follow the same procedure as used in day 4, week 3 and term 1.

Class work: Page 18 (4-A part 1)

Homework: page 19

Level 4 Term 1 Week 4 Day 1	**Lesson Plan**

Objective: To practice finding factors of given numbers.

Activity: Written work

Material: Worksheet / pencils

Procedure: Follow the procedure of day 4, week 3, term 1
(Now give some new numbers for activity and explanation)

Class work: Page 20 (4-A part 1)

Level 4 Term 1 Week 4 Day 2	**Lesson Plan**

Objective: To learn more about factors.

Activity: Written work

Material: Worksheet / pencils / marbles

Procedure:
- Make groups in the class
- Give 36 marbles to each group
- Ask them to distribute these marbles equally among 4 students
- Check can these marbles be divided among 4 students
- Give 60 marbles to each group
- Ask them to distribute 60 marbles among 4 students and check can it be divided among 4 students.

Explanation:

4 is common factor of 36 and 60, Activity of day 4, week 3, term 1 for question number 4.

Class work: Page 21
- Oral discussion
- Written work

Wrap up: homework, Assessment topic "factors"

Level 4 **Term 1** **Week 4** **Day 3**	**Lesson Plan**

Assessment will be taken in notebook, Questions selected by the teacher.

Homework: Learn the table of 7, 8, 9, 10

Level 4 **Term 1** **Week 4** **Day 4**	**Lesson Plan**

Objective: To teach multiples

Activity: Written work

Material: Notebooks, pencils

Procedure:

- What do you know about factors?
- Say students to read the table of 2, 3 and 4
- Ask and write

Teacher	Students
2x1=?	2
2x2=?	4
2x3=?	6
2x4=?	8

- Say all these are called multiples of 2.
- Say students to tell the multiples of 2 (2, 4, 6, 8, 10, 12.....)
- Tell the multiples of 3 (3, 6, 9, 12, 15, 18.......)
- Ask multiples of different numbers and teacher record them on the board.
- Practice it again and again.

Class work: Write the factors of

- 5
- 7
- 8
- 9
- 10

Level 4
Term 1 **Lesson Plan**
Week 4
Day 5

Objective: To practice multiples

Activity: Written work

Material: Worksheets, pencils

Procedure: Follow the previous day's procedure.

Class work: page 23

Wrap up: Homework, page 22

Level 4
Term 1 **Lesson Plan**
Week 5
Day 1

Objective: To teach multiplication

Activity: Multiplying

Material: Worksheet / pencils

Procedure:
Warm up: Read the tables of 3, 4, 5, 6, 7, 8, 9, and 10

Explanation:

- Multiply 38 by 0 ones. (38 x 0)
- Multiply 38 by 1 ten. (38 x 10)
- Addition of products. (380)
    - Explain some more examples like this with different numbers.

Class work: page 29

Homework: 24

Level 4 **Term 1** **Week 5** **Day 2**	**Lesson Plan**

Objective: To practice multiplication

Activity: Multiplying

Material: Worksheet/pencils

Procedure:

Warm up:

- Read the tables of 3, 4, 5 and 6.
- Follow the procedure of day 1, week 5, term 1 with numbers in tens and hundreds.

Class work: Page 30

Homework: Test of multiples.

Level 4 **Term 1** **Week 5** **Day 3**	**Lesson Plan**

Assessment will be taken in notebook, questions selected by the teacher.

Level 4
Term 1 **Lesson Plan**
Week 5
Day 4

Objective: To Teach the multiplication

Activity: Multiplying

Material: Worksheet, pencils

Procedure:

Warm up: What will be these numbers after rounding off nearest to the tens.

52=? 39=? 78=? 33=? 29=? 87=?
92=? 71=? 91=?

Write the number 54 x 36 ask how can we multiply these numbers, call students to solve this number on the board.

Explanation:

- Multiply 54 by 6 ones. (54x6=324)
- Multiply 54 by 3 tens. (54x30=1620)
- Add the products = 324+1620 = 1944
- Explain some examples like this.

Class work: Page 31

Level 4 Term 1 Week 5 Day 5	Lesson Plan

Objective: To practice the multiplication.

Activity: Multiplying

Material: Worksheet/pencils

Procedure:

Warm up:

- Rounding off numbers nearest to 10 and 100.
- Follow the procedure of day 4, week 5, term 3 for explanation with hundreds.

Class work: page 32

Homework: page 33.

Level 4 **Term 1** **Week 6** **Day 1**	**Lesson Plan**

Objective: To practice the multiplication

Activity: Multiplying

Material: Worksheet / pencils

Procedure:

Warm up:

- Read the tables (2 – 10)
- Follow the procedure of day 4, week 5 and term 1 for explanation.
- Also help students to complete the cross number puzzle.

Class work: page 34

Homework: Test of multiplication

Level 4 Term 1 Week 6 Day 2	**Lesson Plan**

Assessment will be taken in notebooks, question selected by the teacher.

Level 4 Term 1 Week 6 Day 3	**Lesson Plan**

Objective: To teach division

Activity: Division of numbers

Material: Notebook / pencils

Procedure:

Warm up:

- Read the table (2 – 10)
- Call 2 students to solve the question on the board.

Explanation: Write the questions on the board.

Step 1:

- How many 7 are there in 4, there are (0) 7s in 4 so take 2 to make 42.
    - How many 7s are there in 42? (6 sevens)
    - How many 7s are there in 1? (0 sevens)
    - How many 7s are there in 14? (2 sevens)
    - So how many sevens are there in 4214? (There are 602 sevens in 4214)
- Explain some more examples like this.

Class work: Division questions in notebook

Level 4
Term 1
Week 6
Day 4

Lesson Plan

Objective: To practice division.

Activity: Division of numbers

Material: Worksheet, pencils

Procedure:

Warm up:

- Read the table of 2 up to 10.
- Call 2 students to solve the question on the board,
- Follow the same procedure of day 4, week 6 and term 1 for explanation.

Class work: Page 25 (4-A part 1)

Homework: Page 26

Level 4	Lesson Plan
Term 1	
Week 6	
Day 5	

Objective: To teach addition of fraction.

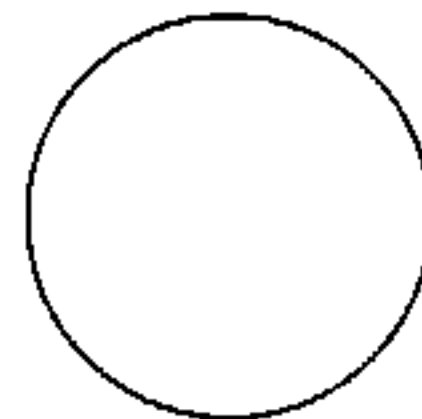
Activity: Addition / written work

Material: Cutouts of different shapes, glaze papers of different colors, worksheets, pencils.

Procedure:
Warm up questions:

- 2+3=?
- 1+2=?
- 4+4=?
- 3+3=?
- 2+5=?
- 1+4=?
- 2+7=?
- 1+1=?

Activity:

- Paste a round shape on the board and explain full shape is called a whole.

- Paste a 2/5 of a red colored glaze paper in it and say I paste 2/5 in it and write 2/5

- Now paste 1/5 of a yellow colored glaze paper and say paste 1/5 in it and write 1/5

- Let's count the colored portions =2/5+1/5= 3/5

Explanation: When fractions have the same denominators (bottom) all you have to do is add the numerators (top), and keep the same denominator.

Explain some more examples with different shapes and different colored glaze papers.

Class work: page 38 (4-A part 1)

Homework: page 37

Level 4 Term 1 Week 7 Day 1	**Lesson Plan**

Objective: Students will be able to know about 1 whole and adding of fraction with same denominator.

Activity: Addition of fraction

Material: Cutouts of different shapes, glaze paper of different colors, worksheets, pencils.

Procedure:
Warm up:

- 1/5+3/5=?
- 2/9+5/9=?
- 2/10+7/10=?
- 1/5+1/5+1/5=?
- Paste a cutout on the board which shows 5/8 like:-
- Ask, how many parts of the shape are colored?
- How many parts are not colored?
- How many parts will be added to make it whole? (teacher write the answer on the board)

Explain: 5/8+3/8= 8/8 = 1 whole
Give some more examples like this.

Class work: Page 39
Discuss orally
Solution

Wrap up: Homework, Assessment topic multiplication + fraction.

evel 4
'erm 1
Veek 7
Day 2

Lesson Plan

Assessment: questions decided by the teacher.

Level 4 Term 1 Week 7 Day 3	**Lesson Plan**

Objective: To teach addition of fractions with different denominators

Activity: Addition of fractions through activity

Material: Cutouts of round shapes, glaze papers.

Procedure:

- Show the following cutouts to the students and ask students to say what these fractions are these fractions:-

- Paste these cutouts on the board.
- Make groups in the class.
- Give them pages and say them to make the fractions as like pasted on the board. (in round shapes)
- Ask each group to make 12 parts by,

- Asking,
  - How many shaded parts are there?

  - So fraction is 4/12.

ılanation: When we have to add the fractions with different denominators, we have to ⱪe the denominators same first like,

1/3 + 1/12

= 4/12 + 1/12

=5/12

Explain 3/8+1/2, 2/5+3/10 through the same procedure and activities. Paste these activities on the charts and paste these charts in the class.

Wrap up: Homework, page 40 (4-A part 1)

Level 4
Term 1
Week 7
Day 4

Lesson Plan

Objective: To practice addition of fractions with different denominators.

Activity: Written work

Material: Worksheets / pencils

Procedure:

- Revise the previous day's activity orally by showing the chart that some students will come one by one to discuss the activities done yesterday.
- How did they add the fractions? (by students)
- Explanation (by teacher)

Class work: page 40

- Oral discussion
- Written work

Level 4 Term 1 Week 7 Day 5	Lesson Plan

Objective: To teach the subtraction

Activity: Written work

Material: Worksheets, pencils, cutouts of different shapes, glaze papers, white paper.

Procedure:
Warm up questions: 2 – 1, 4 – 2, 4 – 3, 5 – 4, 9 – 5………

- Paste a cut out on the board which shows 5/8 like:-
- Ask:
    - How many parts are colored?
    - How many parts are not colored?
    - What is the fraction?
    - Paste a white paper on it like:-
    - How many parts are colored now?
    - So fraction is

Explain: We had the fraction we removed its on part, we got answer 5/8 – 1/8 = 4/8

Explanation: When fractions have the same denominator all you have to do is subtract the numerators.

Class work: Page 43

Homework: Page 42

Level 4 Term 1 Week 8 Day 1	Lesson Plan

Objective: To teach the subtraction of fractions.

Activity: Written work

Material: Chart papers with the diagrams of fractions drawn on it. Worksheets, pencils

Procedure:

- Paste the chart and write "what will we get after subtracting a fraction from outside"

- Ask the questions like:-

- Ask some more questions like this

Explain: because whole take away 1/2 of a whole 1/2 is left 1/2

Explain some more examples from the chart and let students solve and practice the question again and again.

Task 1: Class work, exercise 3, page 44 (4-A part 1)
Paste on other chart like:-

And ask what the answer will be after

Ask some more questions like this and explain the above chart by the procedure from the chart.

Task 2: class work, exercise 4, page 44 (4-A part 1)

Level 4 Term 1 Week 8 Day 2	Lesson Plan

Objective: To practice subtraction through activity

Activity: Subtraction

Material: Chart papers, colors, pencils, compass, simple pages.

Procedure:

Warm up questions:

2/4 – 1/4 = 5/6 – 1/6 =
1/5 – 4/5 = 5/7 – 2/7 =
1 – 2/4 = 7/9 – 4/9 =

- Teacher show a cut out and ask, what is this fraction?
- Ask, can we subtract 2/3 from 5/6? (reason
  - No, because 2/3 has large parts while 5/6 has small parts so parts are not equal her. First we have made the parts equal.
- Teacher fold the cutout 2/3 to make it equal to like

2 = 4

- Explain now two fractions are 5/6 and 4/6
- Subtract these fractions: 5/6 – 4/6 = 1/6
  - Explain some more examples like this

Class work:

- Make groups
- Give a chart to each group
- Write these questions on the board.
- 3/4 – 1/2
- 5/6 – 2/3
- 2/3 – 1/2
- Ask each group to draw the diagrams to show the subtraction
  - See page 45 (4-A part 1)

Wrap up: Homework, page 45 (4-A part 1)

Level 4	
Term 1	**Lesson Plan**
Week 8	
Day 3	

Objective: To practice subtraction of fractions.

Activity: Written work

Material: Worksheets, pencils

Procedure: Follow the procedure of day 2, week 8 and term 1for explanation (by pasting the previous days activities on the board)

Class work: Page 46 (4-A part 1)

Homework: Assessment (topic fraction)

Level 4 **Term 1** **Week 8** **Day 4**	**Lesson Plan**

Assessment: Questions will be decided by the teacher

Level 4 Term 1 Week 8 Day 5	**Lesson Plan**

Objective: To teach the table of 11

Activity: Written work

Material: Chart on which table of 11 is explained with the picture, notebooks, pencils

Procedure:
Warm up: Choral drill of tables 2, 3, 4, 5, 6, 7, 8, 9 and 10

- Paste a chart on the board on which table of 11 is explained through pictures like:-

    - Let students practice it again and again.

Class work: Write the table of 11 in your notebooks; Draw the pictures of your own choice to show the table.

Wrap up: Homework, Learn the table of 11.